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# A STUDY OF EMOTIONAL INTELLIGENCE AMONG PRIVATE AND GOVT. SCHOOL TEACHERS IN RELATION TO THEIR TEACHING APTITUDE.

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## Abstract

*In the present study an attempt has been made to find out the relationship between emotional intelligence (4dimensions i.e. ability to express and appraise emotions, utilize emotions, manage emotions in self and in others.) and teaching aptitude of school teachers. In addition to this the emotional intelligence of male and female private and government school teachers were also compared. The sample comprised of 200 subjects (50 male + 50 female private school teachers and 50 male + 50 female government school teachers) of District Bhiwani Emotional intelligence scale developed and standardized by Pandey and Anand was used to measure the emotional intelligence. Teaching aptitude test battery constructed and standardized by R.P. Singh was used. Results indicate that three dimensions of E.I. (i.e. ability to express feeling, ability to utilize emotions and ability to utilize emotions in self) shows significant difference among private and government school teachers. There exists significant difference between teaching aptitude of private and government school teachers. Three exists positive correlation between emotional intelligence and teaching aptitude school teachers.*

**Key Words:** *Emotional intelligence, teaching aptitude, school teachers.*



**Introduction:** An academically brilliant person may be socially and inter personally incompetent. These persons can become more productive and successful by increasing their emotional quotient. Every teacher has basic teaching aptitude after successful training. But only

those teachers are successful who can express, utilize and manage the emotions of self and students. These emotions can be seen in his thinking, judgment and in creative task. Emotional intelligence acts as protector for social damage, marriage life, family, job, teaching, academic achievement (**Golman**, 1998). According to **Salovey** and **Mayer** (1990), emotional intelligence is ability to control own emotion and the emotion of other persons. **Baggar** (2001) and **Singh** (2002) found that females have higher emotional intelligence than male. **Mishra** and **Ranjan** (2008) found that adolescent boys have more intelligence than the girls. **Safavi** et. al. (2008) found relationship between emotional intelligence and socio-emotional adjustment. Results show that a positive correlation exist between emotional intelligence and socio-emotional adjustment. The purpose of the study is to assess the emotional intelligence and teaching aptitude of secondary school teachers and to find out the correlation between emotional intelligence and teaching aptitude of male and female teachers.

**Objective of the Study**

To study the difference in various dimensions of emotional intelligence between private and govt. school teachers.

To study the difference in teaching aptitude between private and Govt. school teachers.

To find out correlation between emotional intelligence and teaching aptitude of private and govt. school teachers.

To find out correlation between emotional intelligence and teaching aptitude of male and female govt. school teachers.

**Hypotheses of the Study**

$H_1$ There exist no significant difference between various dimensions of emotional intelligence of the private and Govt. school teachers.

$H_2$ There exist no significant difference between teaching aptitude of the private and Govt. school teachers.

$H_3$ There exist no relationship between emotional intelligence and teaching aptitude of the private school teachers.

$H_4$ There exist no relationship between emotional intelligence and teaching aptitude of the govt. school teachers.

$H_5$ There exist no relationship between emotional intelligence and teaching aptitude of the male school teachers.

$H_6$ There exist no relationship between emotional intelligence and teaching aptitude of the female school teachers.

**Methodology:** Descriptive survey method was used to study the emotional intelligence and teaching aptitude.

**Tools**

**Emotional Intelligence Scale (Pandey and Anand 2008) :** This scale contains 51 items with four dimension of ability to express and appraise emotions, ability to utilize emotion and ability to manage emotion in self and others. It is a 6 point rating scale. Higher scorer show greater emotional intelligence.

**Teaching aptitude test battery :** Constructed and standardized by Dr. R.P. Singh and Dr. Sharma (1996)

**Statistical Techniques Used :** Mean, Standard Deviation, T-test and Correlation Technique was used.

**Population and Sample :** Investigator selected at random 200 school teachers. Out of these 50 male and 50 female school teachers from private and Govt. school were taken separately.

**Analysis and Interpretation of Data**

**Table-I: Significance of difference between private and government school teachers on various dimensions of emotional intelligence.**

| Dimension of emotional intelligence | Teacher | Mean | SD | 't'-value | Significance |
|---|---|---|---|---|---|
| a)Ability to express appraise emotions | Private Govt. | 85.5 74.2 | 7.12 9.35 | 9.65 | .01 |
| b)Ability to utilize emotions | Private Govt. | 83.3 73.1 | 6.6 9.8 | 8.64 | .01 |
| c)Ability to utilize emotions in self | Private Govt. | 69.1 65.0 | 10.3 7.9 | 3.16 | .01 |
| d)Ability to manage emotions in others | Private Govt. | 40.6 40.0 | 4.25 4.58 | .98 | ns |
| Overall emotions intelligence | Private Govt. | 278.5 248.3 | 28.27 31.63 | 7.122 | .01 |

There are four dimensions of emotional intelligence. It is clear from table-I for (a) ability to express and appraise emotions that mean scores of private school teachers (85.5) is higher than Govt. school teachers (74.2.). Value of ‘t’ for mean scored of two groups is 9.65 which is more than table value at .05 level (1.98) and at .01 level (2.63). It indicates that there is significant difference exists for ability to express and appraise emotions between the private and Govt. school teachers. The main function of this ability is to express and appraise emotions i.e. to identify feeling and thought in the form of words in self and others and to differentiate between real and unreal emotional expression. Second dimension of emotional intelligence is the ability to utilize emotions. It reveals from part b of table-I that mean scores of private school teachers (83.3) is higher than Govt. school teachers (73.1). Value of ‘t’ is 8.64 which is more than table value at .05 level (1.98) and at .01 level (2.63). It shows that there is significant difference exist for ability to utilizes emotions between private and Govt. school teachers. Ability to utilize emotion is the main ability. It is used in thinking and in giving judgment. It is used in reasoning and creativity. Male shows this type of action every time but women are sensitive. Third dimension of emotional intelligence is the ability to manage emotions in self. It reveals from part c of table-I that mean scores of private school teachers (69.1) is higher than government school teachers (65.0). The value of‘t’ for the mean scores of two groups is 3.16 which is slightly more than the table value at .05 level (1.98) and at .01 level (2.63). It shows that there is little significant difference exists between private and government school teachers. Fourth dimension of emotional intelligence is the ability to manage emotions in others. It reveals from part d of table-1 that mean scores of private school teachers (40.6) is slightly higher than Govt. school teachers (40.0). The value of‘t’ for the mean scores of two groups is .98 which less than the table value at .05 level (1.98) and at .01 level (2.63). It shows that there is no significant difference exists between private and government school teachers. However, it is found that private school teachers are better

interpersonally related. On the other hand, government school teachers are more social, self-relevant, flexible, more optimistic and cope better with stress.

**Table-2: Significance of difference between the mean scores of Teaching aptitude of private and government school teachers.**

| Variable | N | Mean | SD | $S_{EM}$ | t-ratio | Significance |
|---|---|---|---|---|---|---|
| Private Teachers | 100 | 76.8 | 16.2 | 2.02 | 12.97 | Significant |
| Govt. Teachers | 100 | 50.6 | 12.21 | | | |

Table-2 reveals that mean scores of private school teachers (76.8) is higher than govt. school teachers (50.6). 't' value for the mean scores of two groups is 12.97 which is more than the table value at both .05 and .01 levels of significance. It indicates that there is a significant difference exist between private and govt. school teachers. Hence, the hypothesis $H_2$, "There exists no significant difference between teaching aptitude of private and government school teachers" is rejected.

**Table-3 : Correlation between emotional intelligence and teaching aptitude of private school teachers.**

| Variable | N | R |
|---|---|---|
| Emotional intelligence<br>Teaching aptitude | 100 | 0.32 |

The co-efficient of correlation between emotional intelligence and teaching aptitude private school teachers is .32 which is more than the table value at .05 level (.195) and .01 level (.254). It indicates that there is a positive correlation between teaching aptitude and emotional intelligence. Hence, the hypothesis, $H_3$ "There exists no relationship between emotional intelligence and teaching aptitude of the private school teachers" is rejected. Teaching aptitude is related with emotional intelligence as a teacher has to utilize his emotion in the form of judgment, thinking and in his creativity. Teacher tackles the class-room environment by managing the emotion of his own as well as of the students so that effective teaching learning process can take place.

**Table-4: Correlation between emotional intelligence and teaching aptitude government school teachers.**

| Variable | N | R |
|---|---|---|
| Emotional intelligence<br>Teaching aptitude | 100 | 0.28 |

Table 4 reveals that the co-efficient of correlation between emotional intelligence and teaching aptitude of government school teachers is .28 which is more than the table value at .05 level (.195) and .01 level (.254). It indicates that there is positive correlation between teaching aptitude

and emotional intelligence. Hence, the hypothesis, $H_{4,}$ “There exists no relationship between emotional intelligence and teaching aptitude of the govt. school teachers” is rejected.

**Table-5 : Correlation between emotional intelligence and teaching aptitude of male school teachers.**

| Variable | N | R |
|---|---|---|
| Emotional intelligence<br>Teaching aptitude | 100 | 0.34 |

Table 5 reveals that the co-efficient of correlation between emotional intelligence and teaching aptitude of male school teachers is .34 which is more than the table value at .05 level (.195) and .01 level (.254). It indicates that there is positive correlation between teaching aptitude and emotional intelligence. Hence, the hypothesis, $H_{5,}$ “There exists no relationship between emotional intelligence and teaching aptitude of the male school teachers” is rejected.

**Table-6 : Correlation between emotional intelligence and teaching aptitude female school teachers.**

| Variable | N | R |
|---|---|---|
| Emotional intelligence<br>Teaching aptitude | 100 | 0.27 |

Table 6 reveals that the co-efficient of correlation between emotional intelligence and teaching aptitude of female school teachers is .27 which is more than the table value at .05 level (.195) and .01 level (.254). It indicates that there is positive correlation between teaching aptitude and emotional intelligence. Hence, the hypothesis, $H_{6,}$ “There exists no relationship between emotional intelligence and teaching aptitude of the female school teachers” is rejected.

**Conclusion:** There exists significant difference between various dimensions of emotional intelligence of private and government school teachers. There exists significant difference between teaching aptitude of private and government school teachers. There exists relationship between emotional intelligence and teaching aptitude of private school teachers. There exists relationship between emotional intelligence and teaching aptitude of the government school teachers. There exists relationship between emotional intelligence and teaching aptitude of male school teachers. There exists relationship between emotional intelligence and teaching aptitude of female school teachers.

**Educational Implications:** Teaching aptitude of secondary school teachers depend upon various dimensions of emotional intelligence i.e. ability to express and appraise emotions, utilize

emotions and manage emotion is self. As teaching aptitude of the teacher depends upon emotional intelligence of the teachers. Greater the emotional intelligence more will be teaching aptitude. It indicates that connative domain affects the teaching aptitude of the teacher. It is found that academically brilliant teachers may sometimes are socially incompetent. Despite of high intelligence, they may not follow success. It can be increased by increasing their emotional quotients, they become more productive and successful.

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